DOCUMENT RESUME

ED 466 077 EC 309 047

AUTHOR Miller, Debra G.; Smith, Denise M.
TITLE Assessing and Documenting Work Skills for High School Students with Mild Disabilities.
PUB DATE 2002-04-27
NOTE 27p.; Paper presented at the Annual Special Education Classroom Action Research Conference (2nd, South Bend, IN, April 27, 2002).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Education Work Relationship; *Employer Attitudes; Employer Employee Relationship; *Employment Qualifications; Evaluation Methods; High Schools; *Job Analysis; *Job Skills; Job Training; *Mild Disabilities; Skill Development; Student Attitudes; Student Evaluation; Surveys; Vocational Education; *Vocational Evaluation; Work Environment; Work Experience Programs
IDENTIFIERS Secretarys Comm on Achieving Necessary Skills

ABSTRACT

This paper discusses a study that investigated whether competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) could be used to document job skills of students with mild disabilities. Participants in the study were 17 teachers, job coaches, and parents associated with a high school special education department and 5 students with mild disabilities. The school has a Work Experience program and employers were asked to participate in the study. The SCANS report was used to develop a survey that contained questions to determine what ways of documenting work skills would be most useful for employers. The survey consisted of 80 skills rated on a Likert scale from 2 least needed to +2 most needed. Results indicate that not all SCANS proficiencies are deemed necessary for employees with mild disabilities. Summed scores by proficiency area ranked from most needed to least needed were: personal qualities, thinking skills, systems, interpersonal skills, resources, basic skills, information, and technology. The highest ranking individual skills were: exhibits self-control and responds to feedback positively, asks questions when needed, aware of how he/she learns best, and works well even when assigned unpleasant tasks. Appendices include a data analysis of survey results. (Contains 13 references.) (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 466 077

Running Head: ASSESSING WORK SKILLS FOR STUDENTS WITH MILD DISABILITIES

Assessing and Documenting Work Skills for High School Students with Mild Disabilities

Debra G. Miller and Denise M. Smith

Paper presented at the

Second Annual Special Education Classroom Action Research Conference

South Bend, IN

April 27, 2002

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

EC 309047

BEST COPY AVAILABLE

TABLE OF CONTENTS

List of Appendices	3
Introduction	5
Literature Review	6
Method	12
Participants	12
Materials	13
Procedure	13
Results	13
Interpretations	14
References	15
Appendices	16

LIST OF APPENDICES

Appendix A: Cover Letter Accompanying Surveys 21

Appendix B: Survey of Work Skills 22

Appendix C: Data Analysis of Survey Results 25

Appendix D: Evaluation Form 28

Introduction

Across the United States, the advent of high-stakes minimum competency testing, such as the ISTEP+ test, has raised the bar for a high school diploma beyond the reach of many students with mild mental disabilities and more severe learning disabilities. In the past, these students were often granted diplomas and were able to use their diplomas to find gainful employment. Now these students are finding it very difficult to pass the minimum competency tests required to receive a diploma. Educators are concerned that increasing graduation requirements may act as a deterrent to finishing high school for students with mild disabilities. We question whether it is appropriate for students to spend the majority of their time earning academic credits and passing minimum competency tests instead of participating in vocational training and skill instruction (Sitlington, Clark, & Kolstoe, 2000, p. 63).

It is striking to note that standards-based assessment was originally touted by industry leaders as a way to measure cognitive, interactive, and problem solving skills beyond standard academics (Allen, 2001). However, somehow in the legislative process the focus on employability skills was lost and high-stakes testing of traditional core academic subjects became the new focus.

The students for whom we are most concerned about function at too high a level to qualify for sheltered workshop employment but too low a level to be accepted by most avenues of post-secondary education. As a result, many of these students will be looking for entry-level full-time jobs after graduation. Without diplomas these students will have even greater difficulty finding jobs that pay a living wage. As a result, many of these

students will be looking for entry-level, full-time jobs after graduation. Without diplomas many will have even more difficulty finding jobs that pay a living wage. As it is students with mild disabilities often leave school with no documentation of the skills they have mattered.

Literature Review

Many studies show that people with mild mental disabilities and learning disabilities are disproportionately unemployed or underemployed when compared to the general population. A study of 720 New York state special education graduates found that 47% were unemployed nine months after high school. Of the working students, only 50% worked full-time and only 29% received health benefits (Colley & Jamison, 1998).

In the past, educators believed that the effect of learning disabilities would diminish as the student moved into adulthood and out of academia into the workforce. More recent research indicates that learning disabilities present a persistent life-long problem. A study of 133 subjects aged 23-71 with learning disabilities and normal IQs found that the effects of learning disabilities continue into adulthood and, in some cases, even worsen with age (Gerber, Schnieders, Paradise, Reiff, Ginsber, & Popp, 1990). Another study found that although 86% of recent graduates with learning disabilities were employed, less than half were involved in skilled work requiring specific training. The majority were still in unskilled, entry-level jobs (Fourqurean, Meisgeier, Swank & Williams, 1991).

The federal government recognized the need for improving transition into the work force and mandated transition planning with the passage of the Individuals with Disabilities in Education Act (IDEA). The use of transition planning has improved

graduates' outcomes somewhat. Frank and Sitlington (2000) compared graduates with mental disabilities from the class of 1985 with the class of 1993 after IDEA initiatives were enacted. They found that transition planning was improving graduates' outcomes one year out of high school. More graduates were involved in post secondary education and training. Employment increased from 66% for the graduates of the class of '85 to 74% for the class of '93 graduates. Full-time employment improved from 36% to 47%, and there was a 65% increase in wages between the two classes. The class of '93 graduates paid more of their own living expenses although most still lived with relatives.

In 1997 Congress reauthorized the Individuals with Disabilities Act (IDEA) with an added emphasis on transition services to improve the post-school outcomes of students with disabilities. Brown (2000) found that after this transition mandate, the post-school outcomes of students with disabilities remained similar to the outcomes of students from earlier studies. According to Brown, "…the most notable change in transition services at the classroom level was in the area of curriculum, with an increased focus on community-based experiences, instruction in functional academics, and daily living skills." There is obviously a need for improvement in the transition process for students with disabilities.

What can high schools do to improve the numbers of students with mild disabilities who find gainful employment after leaving high school? A review of recommended practices in transition found the following practices associated with better outcomes for students after exiting school: vocational training, parental involvement, interagency collaboration, social skills training, paid work experience, follow-up employment services, integrated settings, community-based instruction, vocational assessment, community-referenced curricula, career education curricula and experience,

employability skills training, and academic skills training (Sitlington, Clark, & Kolstoe, 2000, p. 68).

Other studies support the importance of career education and work experience in high school. "Students with disabilities receiving job-specific career education are significantly less likely to drop out of school, experience better school attendance, are more likely to acquire positive social bonding skills, and have parents actively involved in their education" (Knight & Reick, 1997, p. 42). Following high school, former special education students who had paid or unpaid work experiences in high school had higher wages, longer hours, and more continuous employment (Colley & Jamison, 1998). Employment during high school, high mathematical ability, and active involvement of parents were the greatest correlates for employment success in a study of 284 students with learning disabilities who exited high school in 1986-1989 (Fourqurean et al., 1991). A study of students at-risk enrolled in the Boston Public Schools' Pro-Tech program found that school-to-work programs lead to a greater number of graduates involved in post-secondary education, a significantly higher hourly wage than a comparison group of students, lower drop-out rates, better attendance, better grades, and higher promotion rates (Goldberger, Keough, & Almeida, 2000).

Although it is documented that work experience programs in high school lead to greater job success after high school, little research could be found on the best practices for high school special education work experience programs.

Knight and Reick (1997) describe one school/business partnership in a New Jersey secondary school in which students sign contracts agreeing to increase their attendance to the 90% level or above, to pass all academic subjects, and to continue

reduction of discipline referrals with no suspensions. The students work part-time and go to school part-time with an emphasis on employability skills. If students maintain 90% attendance and have no suspensions, they are guaranteed full-time employment after graduation by local employers. Students' attendance, achievement and attitude significantly improved as a direct outcome of this program.

What job skills are needed for graduates with mild disabilities? In February 1990, the federal government established the Secretary's Commission on Achieving Necessary Skills (SCANS) to look at the demands of the workplace and to determine whether the work force was capable of meeting these demands. The commission was made up of representatives from schools, businesses, unions, and government. The commission identified two types of skills: competencies and foundations. The competencies are skills necessary for success in the work place and include use of resources, information, interpersonal skills, systems, and technology. Foundations underlie the competencies; they are basic skills (reading and math for example), thinking skills and personal qualities. The SCANS skills are being widely used in regular vocational education classes but have not been as broadly applied to special education classes. Some of the skills may be beyond the reach of students with mild disabilities and some of the skills may not be required by their future employers.

Once the skills have been identified, how should these skills be documented? The SCANS commission suggested that all students would develop a cumulative resume starting in middle school. The resume would contain information about courses taken, projects completed, and proficiency levels. A student who accomplished enough to meet an overall standard would be awarded a certificate of initial mastery (CIM). In its book

Learning a Living: A Blueprint for High Performance the SCANS commission said that employers should tell educators "what work requires of school" and educators should certify "what students know and can do" (United States Department of Labor, 1992). Such a certification system is slowly moving into place in the vocational education curriculum of my high school, and several students with mild disabilities have benefited greatly from the regular vocational curriculum. Up to this time; however, there has not been a similar program in place for students with more pervasive disabilities.

There are many other ways to document skill acquisition. Lili Allen, in her article "Competencies that Count" reviews ways for schools and employers to assess high performance skills. She groups the assessments into five categories: on-demand tests, self-assessments, competency assessment in schools, competency assessment in the workplace, and competency assessment in adult education settings. One of the on-demand tests is Work Keys, a three-stage employability skills assessment tool published by the same company that administers the ACT test for college admissions testing. Work Keys provides detailed information about skill levels in applied mathematics, applied technology, listening, locating information, observation, reading for information, teamwork, and writing. Some of the skills are assessed through traditional paper and pencil testing, while others incorporate the use of audio or videotapes that provide prompts or scenarios to which the student must respond. The test targets areas for improvement and includes instructional manuals for teachers to incorporate the skills into the classroom curriculum.

Another form of assessment in the schools that interests me is New Hampshire's Competency-Based Transcript. "A competency-based transcript is a tool for

documenting and assessing skills and knowledge gained through both academic and out-of-school learning opportunities. It can include traditional measures of academic achievement, such as SAT scores and grades, as well as more innovative measures of student performance, such as judgments of proficiency" (Allen, 2000, p. 11). Each student is responsible for collecting his or her own work samples as evidence of mastering a particular competency, and then presents this portfolio to a designated assessor.

The Massachusetts Work-Based Learning Plan assesses competencies in the workplace. Supervisors identify the job description and tasks to be completed and then pick the three to five competencies most critical to the job. After observing the student on the job for a week or two, the supervisor conducts an evaluation with the student and sets goals in competency areas. At the end of the work experience or at appropriate intervals, the supervisor conducts a follow-up assessment with the student. This assessment tool is very individualized and helps students develop an awareness of their own skill levels (Allen, 2000).

Career portfolios provide a means for monitoring a student's progress toward reaching his or her career objectives. Ideally, the student determines the design, organization, and contents of the portfolio, with the transition team contributing guidance as needed. Student portfolios are a place for students to showcase their finest work. A transition portfolio is an excellent means of organizing and summarizing all of the transition assessment and activities in which the student has participated. The portfolio might contain comments of previous teachers and guidance counselors, formal and informal assessment results, and records of IEP meetings. Other items that could be

included in the portfolio include interviews with the student, corrected class assignments, lists of competencies mastered in work experiences, copies of awards, samples of projects, and copies of certificates (such as CPR, Red Cross, or baby-sitting). A video work sample could also demonstrate a student's work abilities (Flexer, Simmons, Luft, & Baer, 2001).

Method

Participants

The participants of this study were students with mild disabilities, teachers, job coaches and parents associated with the special education department of a large upper-middle income high school. The school has had a Work Experience program in place for students with disabilities for many years. However, until this time, there has been little formal assessment or documentation of what skills students acquire through this program. There has not been a consistent way to track the strengths and weaknesses of students within the program, and so there has not been a system with which to address areas of need. There has been no method of recognizing the accomplishments of students who complete the Work Experience program. The special education teachers and job coaches at the school desire a more structured approach to the Work Experience program and a way to recognize the efforts of students who complete the program.

Local employers are an existing part of the Work Experience program, and the job coaches have established relationships with many local businesses that have been willing to employee students with disabilities on a part-time basis while they are still in high school. Hospitality, medical, retail, and service industry jobs were represented in the businesses that were asked to participate in the study.

Materials

The SCANS report was used to develop a survey (see Appendix B). The survey contained questions to determine what ways of documenting these work skills would be most useful for employers. The survey consisted of 80 questions that were rated on a Likert scale from -2 "least needed" to +2 "most needed". This survey was sent out accompanied by a cover letter explaining the project (see Appendix A). Ten local employers were asked to complete the survey. Ten high school students with mild mental disabilities and learning disabilities received the same survey and were asked to have their parents complete the survey. The high school special education teachers (n = 8) and job coaches (n = 2) completed the survey as well.

Procedures

Of the 30 surveys sent out, 17 were completed: school staff (100%), employers (50%) and parents(20%). Due to the low response rate from parents, five students were asked to complete the survey as well. These students were selected because they were 18 or 19 years old with mild disabilities, had participated in schoolwork programs, and were of high enough ability to understand the survey. Surveys were read aloud to the students and sometimes rephrased or clarified vocabulary. Neutral definitions for the terms were given in order not to influence the survey results

The results were entered into a spreadsheet by category of respondent: staff, employers, parents/students. Mean scores were calculated within each category and then results of the three categories were averaged together to compile overall scores (see Appendix C). Questions that were unclearly marked or not scored at all were entered as

zeroes on the spreadsheet so that they would not skew the scores either direction. Summed scores were also calculated for each SCANS proficiency area.

Results

The results of the collected surveys clearly show that not all the SCANS proficiencies are deemed necessary for employees with mild disabilities. Items such as "evaluates the performance of others and provides feedback" and "maintains and troubleshoots computers" received low scores from all categories of respondents. Summed scores by proficiency area ranked from most needed to least needed were personal qualities, thinking skills, systems, interpersonal skills, resources, basic skills, information, and technology.

Some skills receive resounding support as being necessary for all students. The highest ranking individual skills were: exhibits self-control and responds to feedback positively, asks questions when needed, aware of how he/she learns best, and works well even when assigned an unpleasant task.

Teachers ranked skills highest with an average response of 1.04 across all questions. Employers averaged .74, and parents/students ranked skills less important with an average score of .51.

Interpretations

Not all SCANS proficiencies are necessary for students with mild disabilities. Survey respondents clearly showed the importance of personal qualities, thinking skills, and interpersonal skills as being the most important on the job site. However, the academic curriculum does not directly address these skills with our students. Our high school focuses more on basic skills, information and technology which survey

respondents considered less important. We need to find ways to more clearly address the first three proficiency areas through classroom curriculum and the Work Experience program.

Although the parents/students consistently scored items lower than the other respondents, their answers were generally in the same range as the other respondents. Having such a large pool of students may have had an impact on the lower scores. These students generally have only worked in two or three different positions and therefore answered the survey out of their own experience. More exposure to the world of work may lead them to consider job skills of greater necessity than they do right now.

It was surprising to see the low scores given to the technology portions of the survey. Questions such as "uses computers to acquire or organize information" and "uses computers to communicate information". Perhaps respondents were not considering the use of computerized cash registers, price scanners, and other computerized tools that are often used in entry-level jobs. The entire technology proficiency received lower scores than expected, but it was believed that the wording of the questions in that proficiency may have negatively influenced the respondents.

Summary

The goal of this action research project was to help students with mild disabilities acquire the skills needed to gain full-time employment after high school. The necessary skills were identified and a new form to evaluate student skill development was created see Appendix D). The new evaluation form is designed to help job coaches and teachers target areas of need.

References

Allen, L. (2001). Competencies that count: Strategies for assessing high-performance skills. Jobs for the Future [On-line]. Available: http://www.jff.org/resources/publications/pubsbytopic.html.

Brown, P. (2000). Linking transition services to student outcomes for students with moderate/severe mental retardation. Career Development for Exceptional Individuals: Official Journal of Division on Career Development, the Council for Exceptional Children, 23 (1), 39-55.

Colley, D. A., & Jamison, D. (1998). Post school results for youth with disabilities: Key indicators and policy implications. Career Development for Exceptional Individuals: Official Journal of Division on Career Development, the Council for Exceptional Children, 21(2), 145-160.

Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2001). Transition Planning for Secondary Students with Disabilities. Upper Saddle River, NJ: Prentice-Hall.

Fourqurean, J. M., Meisgeier, C., Swank, P. R., & Williams, R. E. (1991). Correlates of postsecondary employment outcomes for young adults with learning disabilities. Journal of Learning Disabilities, 24(7), 400-405.

Frank, A. R., & Sitlington, P. L. (2000). Young adults with mental disabilities—does transition planning make a difference? Education and Training in Mental Retardation and Developmental Disabilities, 35(2), 119-134.

Gerber, P. J., Schnieders, C. A., Paradise, L. V., Reiff, H. B., Ginsberg, R. J., & Popp, P. A. (1990). Persisting problems of adults with learning disabilities: Self-reported comparisons from their school-age and adult years. Journal of Learning Disabilities, 23(9), 570-573.

Goldberger, S., Keough, R., and Almeida, C. (2000). Benchmarks for Success in High school Education: Putting Data to Work in School-to-Career Education Reform. [Brochure]. Boston: Brown University.

Knight, D. & Rieck, W. (1997). Contracts for careers. Teaching Exceptional Children, 29(6), 42-46.

Lankard, Bettina A. (1995). SCANS and the new vocationalism. ERIC Digest No. 165. (Report No. RI89002001). Washington, D. C.: Office of Educational Research and Improvement. (ERIC Document Reproductions Service No. ED 389 879)

Sitlington, P. L., Clark, G. M., & Kolstoe, O. P. (2000). Transition Education and Services for Adolescents with Disabilities. Boston: Allyn and Bacon.

United States Department of Labor Secretary's Commission on Achieving Necessary Skills (1992). Learning a Living: A Blueprint for High Performance: A SCANS Report for America 2000. Washington, D.C.: Author.

United States Department of Labor Secretary's Commission on Achieving Necessary Skills (1991). Skills and Tasks for Jobs: A SCANS Report for America 2000. Washington, D.C.: Author.

Appendices

Appendix A

Cover Letter to Accompany Surveys

To Whom It May Concern:

As a graduate student at Indiana University South Bend and a special education teacher at Penn High School, I am researching ways in which employability skills can be documented for students with mild disabilities. I have two primary questions. What skills do employers desire in employees with mild disabilities who exit high school with a certificate of completion? How can these skills be most effectively documented?

The purpose of this project is to (1) identify what skills need to be addressed to increase the employability of our students, (2) develop a way of assessing these skills with our students and addressing the skill deficits through our curriculum, and (3) document the skills students have mastered for employers.

By responding to this survey, you are consenting to allow this information to be shared with others. The data from this study may be published. Information you provide will be kept confidential, and your anonymity will be preserved at all times.

Thank you very much for taking the time to complete this survey.

Sincerely,

Debra Miller

Appendix B

Survey of Work Skills for Students with Mild Disabilities

	What skills do entry-level employees with mild disabilities need? Please rank each skill from least needed to most needed.	Least Needed	Seldom Needed	Neutral	Sometimes Needed	Most Needed
	RESOURCES:					
1	Selects relevant, goal-oriented activities	-2	-1	0	1	2
2	Prioritizes work that needs to be completed	-2	-1	0	1	2
3	Understands and follows schedules	-2	-1	0	1	2
4	Uses a budget	-2	-1	0	1	2
5	Keeps track of financial records	-2	-1	0	1	2
6	Correctly handles cash money	-2	-1	0	1	2
7	Makes efficient use of materials and supplies	-2	-1	0	1	2
8	Evaluates his/her own performance	-2	-1	0	1	2
9	Evaluates the performance of others and provides feedback	-2	-1	0	1	2
	INTERPERSONAL:					
10	Contributes ideas and suggestions in groups	-2	-1	0	1	2
11	Teaches others knowledge and skills	-2	-1	0	1	2
12	Communicates with customers/clients to satisfy their expectations	-2	-1	0	1	2
13	Communicates ideas to persuade or motivate others	-2	-1	0	1	2
14	Negotiates to arrive at a decision	-2	-1	0	1	2
15	Works well with men and women	-2	-1	0	1	2
16	Works well with people from diverse backgrounds	-2	-1	0	1	2
	INFORMATION:					
17	Researches the answer to a problem	-2	-1	0	1	2
18	Organizes records in a systematic fashion	-2	-1	0	1	2
19	Communicates information orally	-2	-1	0	1	2
20	Communicates information in writing	-2	-1	0	1	2
21	Communicates information using graphs, pictures or other multimedia methods	-2	-1	0	1	2
22	Uses computers to acquire or organize information	-2	-1	0	1	2
23	Uses computers to communicate information	-2	-1	0	1	2
	SYSTEMS:					
24	Knows how social systems work and operates effectively within them	-2	-1	0	1	2
25	Knows how organizations/businesses work	-2	-1	0	1	2
26	Monitors and corrects performance of a task	-2	-1	0	1	2
27	Makes suggestions to improve existing systems	-2	-1	0	1	2

		Least Needed	Seldom Needed	Neutral	Sometimes Needed	Most Needed
	TECHNOLOGY:					
28	Selects the correct tool to complete a task	-2	-1	0	1	2
29	Understands how to operate office machines	-2	-1	0	1	2
30	Understands how to operate other tools/machines	-2	-1	0	1	2
31	Maintains and troubleshoots the tool/machine	-2	-1	0	1	2
32	Maintains and troubleshoots computers	-2	-1	0	1	2
	BASIC SKILLS:					
33	Interprets graphs and schedules	-2	-1	0	1	2
34	Understands manuals to perform tasks	-2	-1	0	1	2
35	Reads to find main idea	-2	-1	0	1	2
36	Locates the meaning of unknown or technical vocabulary	-2	-1	0	1	2
37	Communicates messages in writing	-2	-1	0	1	2
38	Records information completely and accurately	-2	-1	0	1	2
39	Creates written documents appropriate to the subject matter, purpose and audience	-2	-1	0	1	2
40	Edits written work for correct grammar, spelling and punctuation	-2	-1	0	1	2
41	Performs basic computations using whole numbers	-2	-1	0	1	2
42	Computes percentages in practical situations	-2	-1	0	1	2
43	Makes reasonable mathematical estimates without a calculator	-2	-1	0	1	2
44	Uses tables, graphs, diagrams and charts to obtain information	-2	-1	0	1	2
45	Expresses mathematical ideas orally and in writing	-2	-1	0	1	2
46	Listens and responds to verbal messages	-2	-1	0	1	2
47	Responds to body language	-2	-1	0	1	2
48	Communicates messages appropriate to the situation	-2	-1	0	1	2
50	Asks questions when needed	-2	-1	0	1	2
	THINKING SKILLS:					
51	Uses imagination freely to come up with new possibilities.	-2	-1	0	1	2
52	Evaluates a problem and chooses the best solution	-2	-1	0	1	2
53	Visualizes what needs to be done	-2	-1	0	1	2
54	Aware of how he/she learns best	-2	-1	0	1	2
55	Applies rules and principles to a new situation	-2	-1	0	1	2
	PERSONAL QUALITIES:					
56	Exerts a high level of effort and perseverance	-2	-1	0	1	2
57	Pays attention to details	-2	-1	0	1	2
58	Works well even when assigned an unpleasant task	-2	-1	0	1	2
59	Displays a high level of concentration	-2	-1	0	1	2

		Least Needed	Seldom Needed	Neutral	Sometimes Needed	Most Needed
60	Displays a high level of attendance and punctuality	-2	-1	0	1	2
61	Displays a high level of enthusiasm and optimism	-2	-1	0	1	2
62	Relates well to others in familiar situations	-2	-1	0	1	2
63	Relates well with others in unfamiliar situations	-2	-1	0	1	2
64	Exhibits self-control and responds to feedback appropriately	-2	-1	0	1	2
65	Demonstrates integrity and honesty	-2	-1	0	1	2
	Please list any additional skills that you feel entry-level employees need to have:					
	What ways of documenting these skills would be most useful for employers? Please rank from least useful to most useful.	Least useful	Seldom useful	Neutral	ometimes seful	Most useful
66	Recommendation from previous employer	-2	-1	0	1	2
67	Recommendation from high school job coach	-2	-1	0	1	2
68	Recommendation from high school teacher	-2	-1	0	1	2
69	Evaluation from a work experience job	-2	-1	0	1	2
70	Results of a test assessing job skills (e.g. WorkKeys)	-2	-1	0	1	2
71	Results of a test assessing basic skills (e.g. ISTEP)	-2	-1	0	1	2
72	Samples of student's written work	-2	-1	0	1	2
73	Samples of student's math work	-2	-1	0	1	2
74	Sample of research project completed in high school	-2	-1	0	1	2
75	Photos of student on previous job	-2	-1	0	1	2
76	List of machines/tools student knows how to use	-2	-1	0	1	2
77	Resume documenting the student's skills	-2	-1	0	1	2
78	Website documenting the student's skills	-2	-1	0	1	2
79	Portfolio binder documenting the student's skills	-2	-1	0	1	2
80	Video documenting the student's skills	-2	-1	0	1	2
	Please list any additional methods of documenting skills that you feel would be helpful:					

Appendix C

	Data Analysis of Survey Results What skills do entry-level employees with mild disabilities need? Please rank each skill from least needed to most needed.	Staff Average	Employer Average	Parent/ Student Average	Mean of all participants	Summed scores by proficiency	Should be evaluated?
	RESOURCES:					0.60	
1	Selects relevant, goal-oriented activities	1.00	0.60	1.29	0.96		Yes
2	Prioritizes work that needs to be completed	1.80	1.40	0.86	1.35		Yes
3	Understands and follows schedules	2.00	1.60	1.00	1.53		Yes
4	Uses a budget	0.00	-0.80	1.29	0.16		-
5	Keeps track of financial records	-0.30	-0.80	-1.00	-0.70		-
6	Correctly handles cash money	1.40	0.00	-0.14	0.42		-
7	Makes efficient use of materials and supplies	1.30	0.80	1.14	1.08		Yes
8	Evaluates his/her own performance	1.40	1.20	1.14	1.25		Yes
9	Evaluates the performance of others and provides feedback	-0.90	-0.60	-0.57	-0.69		-
	INTERPERSONAL:					1.01	-
10	Contributes ideas and suggestions in groups	0.70	0.80	0.57	0.69		Yes
11	Teaches others knowledge and skills	0.60	0.40	0.29	0.43		-
12	Communicates with customers/clients to satisfy their expectations	1.80	1.80	0.86	1.49		Yes
13	Communicates ideas to persuade or motivate others	0.30	1.00	0.14	0.48		-
14	Negotiates to arrive at a decision	0.60	1.00	1.00	0.87		Yes
15	Works well with men and women	1.80	2.00	1.00	1.60		Yes
16	Works well with people from diverse backgrounds	1.60	2.00	0.86	1.49		Yes
	INFORMATION:					0.36	-
17	Researches the answer to a problem	0.30	0.20	0.71	0.40		-
18	Organizes records in a systematic fashion	0.40	0.60	0.71	0.57		Yes
19	Communicates information orally	1.80	1.60	1.14	1.51		Yes
20	Communicates information in writing	0.70	0.80	0.14	0.55		Yes
21	Communicates information using graphs, pictures or other multimedia methods	0.00	-1.00	-0.29	-0.43		-
22	Uses computers to acquire or organize information	0.60	0.00	-0.43	0.06		-
23	Uses computers to communicate information	0.60	-0.40	-0.57	-0.12		-
	SYSTEMS:					1.04	-
24	Knows how social systems work and operates effectively within them	1.00	1.00	1.43	1.14		Yes
25	Knows how organizations/businesses work	1.00	1.60	1.00	1.20		Yes
26	Monitors and corrects performance of a task	1.80	2.00	0.71	1.50		Yes
27	Makes suggestions to improve existing systems	0.10	0.60	0.29	0.33		-
	TECHNOLOGY:					0.33	-
28	Selects the correct tool to complete a task	1.50	1.00	1.43	1.31		Yes
29	Understands how to operate office machines	1.10	0.20	0.14	0.48		-
30	Understands how to operate other tools/machines	0.90	0.60	0.86	0.79		Yes
31	Maintains and troubleshoots the tool/machine	0.40	-0.20	-0.14	0.02		-

32	Maintains and troubleshoots computers	-0.50	-1.40	-1.00	-0.97		-
	BASIC SKILLS:					0.54	-
33	Interprets graphs and schedules	1.10	-0.40	1.29	0.66		Yes
34	Understands manuals to perform tasks	0.90	-0.40	1.29	0.60		Yes
35	Reads to find main idea	0.90	0.40	1.00	0.77		Yes
36	Locates the meaning of unknown or technical vocabulary	0.60	-0.20	1.00	0.47		-
37	Communicates messages in writing	1.20	0.40	0.29	0.63		Yes
38	Records information completely and accurately	1.40	1.00	0.43	0.94		Yes
39	Creates written documents appropriate to the subject matter, purpose and audience	0.00	-1.40	-0.71	-0.70		-
40	Edits written work for correct grammar, spelling and punctuation	0.90	-1.40	-0.57	-0.36		-
41	Performs basic computations using whole numbers	1.60	0.00	-0.29	0.44		-
42	Computes percentages in practical situations	0.30	-1.00	-0.29	-0.33		-
43	Makes reasonable mathematical estimates without a calculator	0.60	0.60	-0.43	0.26		-
44	Uses tables, graphs, diagrams and charts to obtain information	-0.10	-1.20	-0.14	-0.48		-
45	Expresses mathematical ideas orally and in writing	0.50	-0.60	-0.14	-0.08		-
46	Listens and responds to verbal messages	2.00	2.00	0.86	1.62		Yes
47	Responds to body language	1.80	1.40	0.86	1.35		Yes
48	Communicates messages appropriate to the situation	1.90	2.00	0.86	1.59		Yes
50	Asks questions when needed	2.00	2.00	1.29	1.76		Yes
	THINKING SKILLS:					1.33	-
51	Uses imagination freely to come up with new possibilities.	0.70	1.20	0.71	0.87		Yes
52	Evaluates a problem and chooses the best solution	1.70	1.60	0.57	1.29		Yes
53	Visualizes what needs to be done	1.60	1.80	1.00	1.47		Yes
54	Aware of how he/she learns best	1.70	1.80	1.57	1.69		Yes
55	Applies rules and principles to a new situation	1.80	1.80	0.43	1.34		Yes
	PERSONAL QUALITIES:					1.59	-
56	Exerts a high level of effort and perseverance	2.00	1.80	0.86	1.55		Yes
57	Pays attention to details	1.70	2.00	1.29	1.66		Yes
58	Works well even when assigned an unpleasant task	1.70	1.80	1.57	1.69		Yes
59	Displays a high level of concentration	1.50	1.80	0.71	1.34		Yes
60	Displays a high level of attendance and punctuality	2.00	1.80	1.14	1.65		Yes
61	Displays a high level of enthusiasm and optimism	1.40	1.80	1.57	1.59		Yes
62	Relates well to others in familiar situations	1.60	1.80	1.43	1.61		Yes
63	Relates well with others in unfamiliar situations	1.40	1.80	1.14	1.45		Yes
64	Exhibits self-control and responds to feedback appropriately	1.90	2.00	1.43	1.78		Yes
65	Demonstrates integrity and honesty	1.80	1.60	1.43	1.61		Yes
	What ways of documenting these skills would be most useful for employers? Please rank from least useful to most useful.						-
66	Recommendation from previous employer	1.80	1.00	1.14	1.31		Yes
67	Recommendation from high school job coach	1.80	1.60	0.14	1.18		Yes

68	Recommendation from high school teacher	1.20	1.20	1.43	1.28		Yes
69	Evaluation from a work experience job	1.60	1.80	1.14	1.51		Yes
70	Results of a test assessing job skills (e.g. WorkKeys)	0.80	0.20	0.29	0.43		-
71	Results of a test assessing basic skills (e.g. ISTEP)	0.30	-0.20	-0.71	-0.20		-
72	Samples of student's written work	0.30	1.20	-1.00	0.17		-
73	Samples of student's math work	0.30	0.80	-0.86	0.08		-
74	Sample of research project completed in high school	-0.20	-0.40	-0.57	-0.39		-
75	Photos of student on previous job	0.00	-0.20	-1.43	-0.54		-
76	List of machines/tools student knows how to use	1.70	1.20	0.86	1.25		Yes
77	Resume documenting the student's skills	1.80	1.40	1.00	1.40		Yes
78	Website documenting the student's skills	0.40	-0.80	0.14	-0.09		-
79	Portfolio binder documenting the student's skills	1.20	0.40	0.57	0.72		Yes
80	Video documenting the student's skills	0.30	0.40	-1.14	-0.15		-

Appendix D

Work Experience Evaluation Form

Name: _____ Job Coach: _____
Employer: _____ Job Description: _____
Days Absent: _____ Tardies: _____

WORK RELATED BEHAVIORS	**DATES EVALUATED**				
RESOURCES:					
Selects relevant, goal-oriented activities					
Prioritizes work that needs to be completed					
Understands and follows schedules					
Makes efficient use of materials and supplies					
Evaluates his/her own performance					
INTERPERSONAL:					
Contributes ideas and suggestions in groups					
Communicates with customers/clients to satisfy their expectations					
Negotiates to arrive at a decision					
Works well with men and women					
Works well with people from diverse backgrounds					
INFORMATION:					
Organizes records in a systematic fashion					
Communicates information orally					
Communicates information in writing					
SYSTEMS:					
Knows how social systems work and operates effectively within them					
Knows how organizations/businesses work					
Monitors and corrects performance of a task					
TECHNOLOGY:					
Selects the correct tool to complete a task					
Understands how to operate tools/machines in the workplace					
BASIC SKILLS:					
Interprets graphs and schedules					
Understands manuals to perform tasks					
Reads to find main idea					
Communicates messages in writing					
Records information completely and accurately					
Listens and responds to verbal messages					
Responds to body language					
Communicates messages appropriate to the situation					
Asks questions when needed					
THINKING SKILLS:					

Uses imagination freely to come up with new possibilities.					
Evaluates a problem and chooses the best solution					
Visualizes what needs to be done					
Aware of how he/she learns best					
Applies rules and principles to a new situation					
PERSONAL QUALITIES:					
Exerts a high level of effort and perseverance					
Pays attention to details					
Works well even when assigned an unpleasant task					
Displays a high level of concentration					
Displays a high level of attendance and punctuality					
Displays a high level of enthusiasm and optimism					
Relates well to others in familiar situations					
Relates well with others in unfamiliar situations					
Exhibits self-control and responds to feedback appropriately					
Demonstrates integrity and honesty					
SKILLS SPECIFIC TO THIS JOB:					

Comments from Job Coach:

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Assessing and documenting work skills for high school students with mild disabilities	
Author(s): Debra G. Miller, Denise M. Smith	
Corporate Source:	Publication Date: April 27, 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

X

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Denise Smith	Printed Name/Position/Title: Denise M. Smith, Assistant Professor Special Education
Organization/Address: Indiana University South Bend, School of Education, 1700 Mishawaka Avenue, South Bend, IN 46634	Telephone: 574-237-4215 FAX: 574-237-4550
	E-Mail Address: demsmith@iusb.edu Date: 4/29/02

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Teaching
and Teacher Education
1307 New York Ave., NW
Suite 300
Washington, DC 20005-4701

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)